



TRANSITION POLICY

AIMS

We want the children to feel secure and positive about the transitions they make whilst at the Kindergarten; starting at the Kindergarten; moving up to Upper (UK) from Lower Kindergarten (LK), leaving us to move out of London and leaving us to start Reception class.

We aim to make the Kindergarten a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We want the children to feel safe, stimulated and happy in the Kindergarten and to feel secure and comfortable with staff.

We would like parents/carers to have confidence in both their children's well-being and their role as active partners within the Kindergarten.

Our aim is to make transitions a smooth process for the children and their parents. We develop the children's confidence to cope with the changes through a number of ways.

PROCEDURES

Transition from home to Kindergarten

Before the child starts to attend the setting we use a variety of ways to provide the parents/carers with information.

- Parents are given a New Parents' Guide which gives details about the routines, values and curriculum of the Kindergarten
- Parents are asked to fill in an All About Me form before their child is due to start at the Kindergarten to inform staff members about allergies, EAL, SEND and other information they wish to share with the school.
- Parents are invited to a New Children's Morning, before they are due to start, to meet their child's key teacher as well as to get to know school's routine, and they are given information about the Kindergarten.
- The Head organises Home Visits immediately prior to the child's start at the Kindergarten.
- A key teacher is allocated to each child. This person welcomes and looks after the child and the parents at the child's first session and the settling-in process.
- The Head welcomes the parents/carers at the child's first session and arranges a pick up time for the child at the first session.
- For children that settle less readily the picking up time is increased gradually during the first week at the Kindergarten.
- The key teacher and the Head will discuss the child's progress on a daily basis.

- Parents are informed regularly during the first week of their child's progress, by their child's teacher and/or the Head in person, by email and/or telephone.
- For children with EAL the key teacher might ask the parents/carers for words/gestures in their home language.
- The Kindergarten has a flexible Open Door policy so parents / carers can leave their child on arrival at the kindergarten or stay for a time to help them settle should this be felt to be appropriate.
- The child may bring e.g. toy from home to make transition easier.
- Parents are invited to the Information Evening to discuss transition.

Transition from Lower to Upper Kindergarten

- Lower Kindergarten children are prepared for the transition to Upper Kindergarten through discussions during focus time.
- Lower Kindergarten children spend time with the Upper Kindergarten children on a daily basis.
- In the last term Lower Kindergarten children join their new teachers to help them get to know their teachers.

Transition from Upper Kindergarten to Primary School

- The Head of the Kindergarten visits local Prep schools and meets with other Heads to gain an insight into the individual schools. Understanding their ethos and educational values allows the Heads to help parents make informed decisions and offer advice about which schools to register their child.
- Parents are supported with their child's assessment at the Prep Schools.
- There are open and enthusiastic discussions with Upper Kindergarten children about starting Reception class in their new schools, using fiction and non-fiction books to support the conversations.
- Upper Kindergarten children are encouraged to stay for an afternoon club in the summer term if they do not already do so to prepare them for the full school day in September.
- Upper Kindergarten children are introduced to main school experiences through regular visits to use the Library, playground and Ballet Room at Thomas's Battersea. However, all the different schools that the children may be moving on to are equally promoted and discussed.
- Books, atlases and other resources are used to help children moving out of London or leaving the country. Addresses are exchanged so that the child feels secure the Kindergarten will write to keep in contact.
- In the summer term the Home Corner is turned into a Reception classroom for the children to explore.
- The Upper Kindergarten children visit the Thomas's Battersea Reception classes during the summer term as a generic example of a main school class.
- The child's individual profile is shared with the Reception class teacher.
- Parents are informed about the continuing Early Years curriculum in the Reception classes and are given an explanation of procedures.

See also: [Parental Involvement Policy](#),

This policy will be reviewed annually			
Created: September 2014	By:	Tamara Spierenburg, Pimlico Head	Changes made

Latest review: June 2020	By:	Kathy Ballantine, Kindergarten Head	No Changes made
Next Review: June 2021	By:	Chantal Baard, Questions	